R E P O R T R E S U M E S

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AN EXPERIMENTAL PROJECT TO MEASURE CERTAIN FACETS OF LANGUAGE GROWTH FOR HIGH SCHOOL STUDENTS IN BEGINNING FRENCH WHEN VARIATIONS OF TEACHER TIME AND EQUIPMENT TIME ARE UTILIZED IN THE INSTRUCTIONAL PROCESS. FINAL REPORT.

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DESCRIPTORS- *LANGUAGE LABORATORY USE, *FRENCH, *LANGUAGE TEACHERS, *LANGUAGE SKILLS, *INSTRUCTIONAL PROGRAMS,

INSUFFICIENT OBJECTIVE EVIDENCE EXISTS AS TO THE BEST WAY TO USE LANGUAGE LABORATORIES IN TEACHING FOREIGN LANGUAGES. THIS STUDY WAS AN ATTEMPT TO DETERMINE WHAT PROPORTION OF INSTRUCTIONAL TIME SHOULD BE ALLOTTED TO THE LANGUAGE LABORATORY WHEN 80 PERCENT OF THE LABORATORY TIME IS AUDIOACTIVE AND 20 PERCENT IS AUDIOACTIVE-RECORD-PLAYBACK. ONE TEACHER TAUGHT ALL 116 STUDENTS WHO WERE ASSIGNED TO ONE OF FOUR GROUPS WITH THE TIME ALLOTTED TO TEACHING INSTRUCTION AS FOLLOWS--(1) GROUP A, 40 PERCENT, (2) GROUP B, 60 PERCENT, (3) GROUP C, 80 PERCENT, AND (4) GROUP D, 100 PERCENT. STUDENTS WERE PRE- AND POST-TESTED AND EACH 6 WEEKS, 6 TIMES PER SCHOOL YEAR, EACH STUDENT WAS TESTED INDIVIDUALLY ON ORAL LANGUAGE BY USING A LOCALLY DEVISED SERIES OF APPROXIMATELY 2-MINUTE TAPE RECORDED TESTS. OF THE VARIOUS INSTRUCTIONAL GROUPS, THE GROUP WHICH SPENT 40 PERCENT OF THE INSTRUCTIONAL TIME WITH THE TEACHER AND 60 PERCENT OF THE TIME IN THE LANGUAGE LABORATORY MADE SIGNIFICANTLY HIGHER SCORES ON BOTH PRONUNCIATION AND TOTAL ORAL SCORE. THIS GROUP WAS ALSO GENERALLY RATED HIGHER THAN ALL OTHER THREE GROUPS. (TC)

FINAL REPORT

"An Experimental Project to Measure Certain Facets of Language Growth for High School Students in Beginning French When Variations of Teacher Time and Equipment Time Are Utilized in the Instructional Process".

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SUMMARY

Insufficient objective evidence exists as to the best way to use language laboratories in teaching foreign languages. This study was an attempt to determine what proportion of instructional time should be allotted to the language laboratory when eighty percent of the laboratory time is audio-active and twenty percent is audio-active-record-playback.

One teacher taught all 116 students who were assigned to one of four groups with the instructional time allotted as follows:

Groups	Teacher-time	Lab-time
A	40%	60%
B	60%	40%
C	80%	20%
D	100%	0%

The pre-course tests administered were Otis Quick Scoring Mental Ability, Stanford Reading Achievement Test, School and College Ability Test (verbal section), and the Luria-Orleans Prognostic Test. The criterion data consisted of teacher grades, Cooperative French Achievement Test at the end of the school year, and each six weeks, six times per year, each student was tested individually on oral language by using a locally devised series of approximately two minute tape recorded tests. These tapes were rated independently by three college French professors on a scale of one to seven for each of four facets of oral language achievement.

The Luria-Orleans Modern Language Prognosis Test results and IQ proved to be best predictors of performance. Analysis of yearly grades and Cooperative French Achievement Test results, did not indicate any statistically significant differences among the four methods.

On the tape recorded tests Group A (60% lab-time) was rated significantly higher than were the other three groups on both pronunciation and total oral scores. In the areas of speaking fluency, comprehension, and structural accuracy, Groups A, C (20% lab-time) and D (0% lab-time) were rated significantly higher than B (40% lab-time). In addition, Group C was rated significantly higher than D on comprehension while A was rated significantly higher than D on structural accuracy. Generally, Group D was rated higher than B while C was rated higher than B or D and A was rated higher than all other three groups.

THE PROBLEM

Many schools have bought or are buying language laboratory equipment to improve the teaching of foreign languages. The language laboratory can provide authentic, consistent, and untiring models of native speech for student imitation. In the laboratory all students can practice aloud and simultaneously, yet individually. Here the teacher can focus attention on each student's performance without interrupting the work of the group. Yet certain pedagogical differences on objectives and how to best use this equipment have not been resolved or supported by sufficient documentary experimentation, particularly at the high school level.

During the 1961-62 school year, The Easton Area School System, Easton, Pennsylvania and the Bureau of Research of the Pennsylvania Department of Public Instruction, conducted "An Experimental Project to Measure Certain Facets of Language Growth for High School Students in Beginning French When Variations of Language Laboratory Equipment Are Utilized in the Instructional Process." All pupils involved in the 1961-62 study were taught approximately 80 percent of the time in the classroom and approximately 20 percent of the time in the language laboratory. One group (A) of 29 pupils used audio-active equipment exclusively, while a second group (B) of 30 students used the audio-active-record-playback laboratory equipment exclusively. A third group (C) of 29 students divided its laboratory time equally between the first two systems

and a fourth group (D) of 27 students used the audio-active system 80 percent of the laboratory time and the audio-active-record-playback facility 20 percent of the laboratory time. The overall best performance was achieved by the fourth group (80 percent audio-active and 20 percent audio-active-record-playback).

One of the limitations of the above-described 1961-62 experiment was that for all four groups only 20 percent of the instruction (timewise) was conducted in the language laboratory. The large percentage of time devoted to regular classroom work might have obscured the effects of language laboratory instruction. Accordingly it was hypothesized that greater differentiation of teaching-laboratory time was needed to determine the possible effects. This led to the objectives which will now be described for the 1962-63 school year.

OBJECTIVES

The purpose of the study was to determine which of the following teacher-language laboratory combinations results in optimum student achievement in first-year French:

1. All teacher time.
2. Teacher-time 80 percent, equipment-time 20 percent.
3. Teacher-time 60 percent, equipment-time 40 percent.
4. Teacher-time 40 percent, equipment-time 60 percent.

PROCEDURES

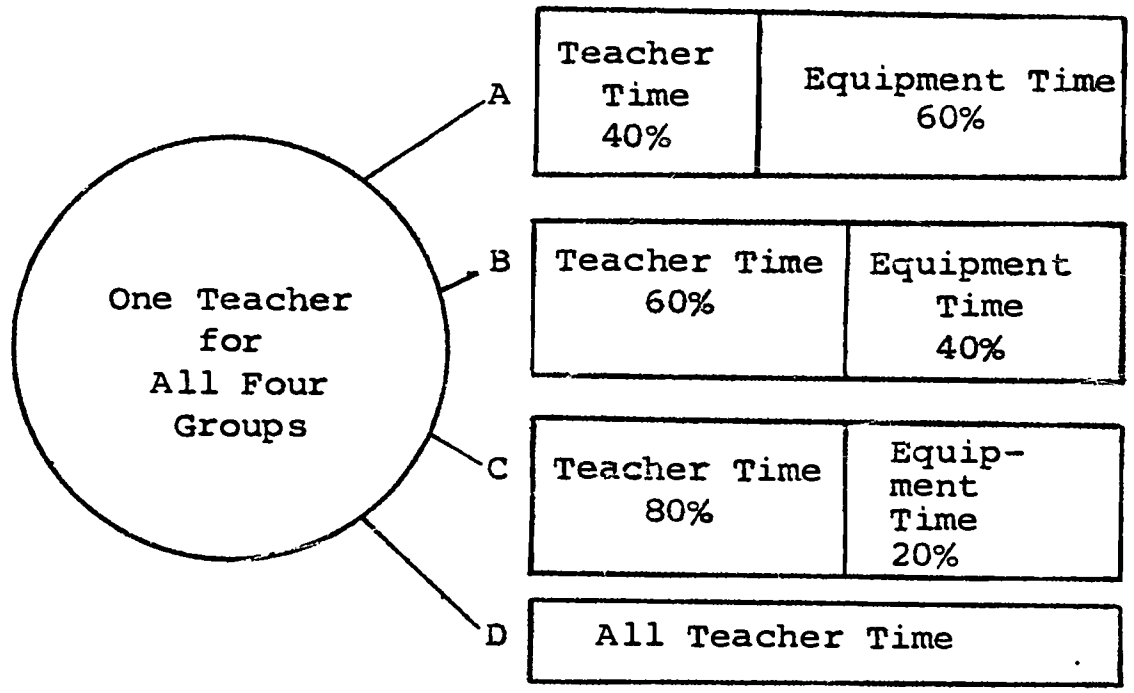
The outline on the following page illustrates the general procedures used in conducting the experiment.

DIAGRAMMATIC OUTLINE OF PROCEDURES FOLLOWED IN THE LANGUAGE LABORATORY EXPERIMENT

Beginning French for
10th Grade Students:

30 Pupils in Group A
29 Pupils in Group B
29 Pupils in Group C
28 Pupils in Group D

Same Instructional Time
Allotments for All Groups



Definitions

Teacher Time: Time utilized by teacher with students exclusively.

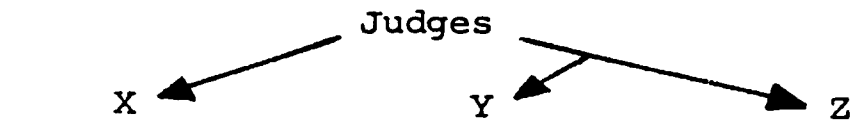
Equipment Time: Time utilized by teacher with language laboratory equipment. Application of equipment time utilized 80 percent of equipment time Audio-Active and 20 percent Audio-Active Record for Groups A, B, and C. Group D used equipment for testing purposes only.

SCHOOL YEAR 1962-63

Rating Period 1	Rating Period 2	Rating Period 3	Rating Period 4	Rating Period 5	Rating Period 6

Each student recorded his voice on tape for a numerical evaluation by three experts every six weeks. This evaluation was based on, (a) pronunciation accuracy, (b) comprehension of the spoken work, (c) speaking fluency and, (d) structural accuracy.

Independent numerical ratings for each student in each group by three experts at six periods during the school year.



Experts X, Y, and Z rated each student without having knowledge of the student's group classification.

Types of Data Gathered	
Initial Data	End of Year Data
Mental Age	Comprehensive French Test Final; Sixth Period Judge Scores on Four Facets of Language Growth
Chronological Age	
Intelligence Quotient	
Reading Age	
SCAT - (verbal)	
Luria-Orleans Prog. Test	Teacher Grades: First Semester, Second Semester, Yearly

Sample

Four groups of 30 students each were selected on the basis of scheduling considerations and pre-experimental variables. These 120 high school sophomores in the Easton High School, Easton, Pennsylvania, were in the college preparatory program and scheduled for their first year of French. During the school year four of these students moved from the district which reduced the number to 29 in Group B, 29 in Group C, and 28 in Group D.

Treatments

The same French teacher taught all four classes. This was the same teacher involved in a similar experiment during the preceding school year. The four groups of subjects were taught French in a similar fashion except for different combinations of teacher-laboratory time as indicated in the schematic diagram on the preceding page.

The course of studies may be considered as a middle-of-the-road type since it was neither strictly the audio-lingual approach nor was it strictly traditional. The basic text was Parlez-vous Francais?, Heubner and Neuchatz, 1958 edition, D. C. Heath Co.. This can be described as a standard text with an introduction to the oral aspects of language followed by vocabulary and grammar. Vowel sounds and consonants were taught in the early portion of the course. The teacher introduced supplementary materials along with the vocabulary and grammar. There were periodic reviews. The

audio tapes accompanying and based on Parlez-vous Francais were used with Groups A, B, and C.

Pre-experimental Variables

The pre-course tests administered were: Otis Quick Scoring Mental Ability, Stanford Reading Achievement Test, School and College Ability Test (verbal section), and the Luria Orleans Modern Language Prognosis Test.

Criterion Variables

Three college professors were employed to make independent evaluations of each student's taped voice for pronunciation accuracy, comprehension of the spoken word, speaking fluency and structural accuracy. Each six weeks, six times during the year, each student was tested individually by making a two minute tape. The taped session involved reading a short paragraph in French followed by three questions (See Appendix A) as follows: (1) a question requiring a simple answer based on the French paragraph read, (2) a question on the same paragraph requiring a more complex answer, and (3) a question not based on the paragraph.

The tapes were coded so the judges would not be able to identify the student's group classification. All tapes were judged in the summer subsequent to the school year involved. The judges were also unaware of the particular testing period, but each judge evaluated the tapes in the same sequence. This sequence of judging was period 2, 6, 1, 5, 3, and 4.

Prior to judging the tapes, the judges were brought together for an orientation period. Sample tapes were utilized and ratings given using a seven point rating scale (See Appendix B). At this session, the independent judgments for the four facets (pronunciation accuracy, etc.) revealed a high degree of uniformity.

In addition to the four facets measured by the judges, first semester, second semester and yearly grades were utilized to represent the teacher's evaluation. Finally the Cooperative French Achievement Test was given at the end of the school year as another independent criterion variable.

Analysis of Data

Factor analysis, analysis of variance, analysis of covariance, Fischer's t test, the Kendall coefficient of concordance W, and chi square were used to analyze results.

RESULTS

Description of 101 Variables

A total of 90 measures (variables) on each student resulted from six tape recorded evaluations with independent ratings by each of three judges and five resulting scores per student. These 90 variables may be pictured as follows:

	Rating Periods		Judges		Oral Speech Measures		Resulting Variables
Numbers:	6		3		5	=	90

The remaining 11 variables were sex, chronological age, mental age, IQ, reading age, Scholastic College Aptitude Test (verbal), Luria-Orleans Modern Language Prognosis Test, first semester grades, second semester grades, the total yearly grades, and the Cooperative French Achievement Test. These were studied for the four groups as a whole (N=116) and for each of the groups separately.

TABLE 1
CORRELATIONS BEARING ON PERFORMANCE
(N = 116)

Name of Variable	Variable Number	Correlations for Variables 85	90	92	93	94	95	96	97	98	99	100	101
Judge 1, 6th pd.,Total	80	.60	.75	.03	.34	.37	.32	.33	.36	.58	.59	.57	.59
Judge 2, 6th pd.,Total	85		.75	.02	.27	.29	.21	.25	.26	.33	.37	.39	.47
Judge 3, 6th pd.,Total	90			.02	.23	.27	.27	.30	.29	.46	.52	.50	.54
Chronological Age	92				.56	.16	-.13	.27	.22	.14	.10	.11	.04
Mental Age	93					.91	.38	.53	.58	.42	.37	.40	.46
IQ	94						.53	.50	.58	.43	.39	.42	.52
Reading Age	95							.47	.31	.36	.38	.36	.41
SCAT (verbal)	96								.23	.26	.29	.26	.31
Orleans (prognosis)	97									.69	.58	.65	.60
First Semester Grades	98										.89	.93	.79
Second Semester Grades	99											.95	.81
Yearly Grades	100												.86
Cooperative French	101												

Pre-Experimental Data

The differences between group means for pre-experimental data (See Appendix C) were not significant although considerable variation existed for IQ and language aptitude.

Yearly Grades

An analysis of yearly grades did not reveal any statistically significant differences among groups when the means were adjusted for pre-experimental differences in language aptitude. The correlation of the predictor (Luria-Orleans) with yearly grades was .645. Using this as an adjusting variable, the adjusted means are indicated in Table 3.

TABLE 2
YEARLY GRADE STATISTICS

Group	N	Original Means	Adjusted Means	Standard Deviations
A	30	4.967	4.825	1.303
B	29	4.103	4.233	1.647
C	29	4.862	4.796	1.041
D	28	4.786	4.871	1.031
Total	116	4.681	4.681	1.324

Regression analysis for the adjusted means resulted in an F ratio of 2.557 whereas the five percent level of confidence would require an F ratio of 2.69 for 3 and 111 degrees of freedom. The obtained F ratio was based on the following:

TABLE 3
REGRESSION ANALYSIS OF YEARLY GRADES

Sums of Squares	Degrees of Freedom	Mean Square
Total - 203.345	115	
Predicted - 84.597	1	
Method - 7.678	3	2.559
Error - 111.070	111	1.00063

Cooperative French Achievement Test

An analysis of the Cooperative French Achievement Test did not reveal any statistically significant differences among groups when pre-experimental differences in IQ and language aptitude were equated by analysis of covariance. Table 4 indicates the original and adjusted means for the Cooperative French Achievement Test as well as the standard deviations.

TABLE 4
COOPERATIVE FRENCH TEST STATISTICS

Group	N	Original Means	Adjusted Means	Standard Deviations
A	30	50.767	49.610	8.562
B	29	43.103	43.893	12.612
C	29	47.621	47.087	6.478
D	28	46.179	47.117	6.525
Total	116	46.957	46.957	9.336

Covariance resulted in an F ratio of 2.66651 which did not satisfy the table value of 2.69 for 3 and 110 degrees of freedom at the five percent level of confidence. These results are shown in Table 5.

TABLE 5
TEST OF SIGNIFICANCE OF INFLUENCE OF
IQ AND LANGUAGE APTITUDE (ORLEANS)
ON COOPERATIVE FRENCH ACHIEVEMENT

Source of Variation	Degrees of Freedom	Sums of Squares	Mean Square
Total	113	6174.90600	
Within Subgroups	110	5756.29004	52.32990
Difference	3	418.61596	139.53865

Agreement Among Judges on Tape Recorded Tests

It is evident from Table 1 that the ratings of the judges, when compared two at a time, are definitely related. In order to determine the degree of agreement among all judges, when compared three at a time, a Kendall coefficient of concordance W was computed for each of the four groups for total oral scores for the final rating period and for all rating periods taken collectively.

TABLE 6
W COEFFICIENTS FOR ALL THREE JUDGES

Groups	Lab-time	Coefficients for Final Period	Coefficients for All Six Periods
A	60%	.83	.89
B	40%	.71	.91
C	20%	.88	.91
D	0%	.63	.83

All eight of the above coefficients exceeded the 1% level of confidence. These significant values of W were interpreted to mean that the judges were applying essentially the same standards in rating the 116 subjects in this study.

Selection of Pooled Ratings and Chi Square Analysis

In view of the close agreement of the judges and in order to make use of all available evidence it was decided to pool or sum the frequencies of all the ratings by all three judges for all six rating periods. Since four independent groups and at least ordinal measurement with many ties were involved, chi square was selected to analyze the ratings. Since a rating of "6" (excellent) was made infrequently, "6's" were combined with "5's" (good language usage). This combination of adjacent

categories was sufficient to insure that none of the cells had an expected frequency of less than five. An explanation of the number of ratings involved is contained in Table 7. For example, in Group A thirty pupils times three judges equals 90 ratings; these 90 ratings for each of six rating periods equals 540 which when multiplied by four speech facets equals a grand total of 2,160 ratings for Group A.

TABLE 7
NUMBER OF RATINGS ON SPEECH FACETS

Groups	Lab-time	N	X	Three Judges	X	Six Ratings	X	Four Facets
A	60%	30		90		540		2 160
B	40%	29		87		522		2 088
C	20%	29		87		522		2 088
D	0%	28		84		504		2 016

Total Oral Ratings

Group A was rated significantly higher (more proficient) than each of the other three groups. Also Group C was rated significantly higher than B and D. Group D was rated significantly higher than B. The foregoing results are based on the following two tables. Table 8 contains the total number of times the rating scale categories (see Appendix B) were marked by the judges. For example, Group A for all four speech facets, all six rating periods, all three judges, received 733 markings of "1" (not acceptable), 629 markings of "2" (partially acceptable), 520 ratings of "3" (acceptable), 197 ratings of "4" (average), and 81 markings of "5 or 6" (good or excellent).

TABLE 8
TOTAL ORAL RATINGS FREQUENCY TABLE
FOR SIX RATING PERIODS AND THREE JUDGES

Ratings	Groups				
	A	B	C	D	Totals
1	733	1 008	756	788	3 285
2	629	590	567	635	2 421
3	520	352	517	435	1 824
4	197	108	200	124	629
5 and 6	81	30	48	34	193
Totals	2 160	2 088	2 088	2 016	8 352

TABLE 9
CHI SQUARE FOR TOTAL ORAL SCORES

Comparisons*	Chi Square Values	Significance Level Exceeded
All 4 groups	173.16564	.001
A vs. B	125.35262	.001
A vs. C	11.07253	.05
A vs. D	40.46296	.001
C vs. D	30.58153	.001
C vs. B	99.42054	.001
D vs. B	37.42667	.001

*In each pair the first group named was rated higher than 2d group.

Pronunciation Accuracy

Again Group A was rated as significantly more proficient than each of the other three groups. Also Group C was rated significantly higher than Groups B and D. These results are supported by the following two tables:

TABLE 10
PRONUNCIATION RATINGS FREQUENCY TABLE FOR SIX RATING
PERIODS AND THREE JUDGES

Ratings	Groups				
	A	B	C	D	Totals
1	148	180	151	163	642
2	156	164	147	161	628
3	143	143	166	144	596
4	75	32	52	34	193
5 and 6	18	3	6	2	29
Totals	540	522	522	504	2 088

TABLE 11
CHI SQUARE FOR PRONUNCIATION

Comparisons*	Chi Square Values	Significance Level Exceeded
All 4 groups	50.29204	.001
A vs. B	36.02732	.001
A vs. C	11.85191	.05
A vs. D	27.93815	.001
C vs. B	10.9439	.05
B vs. D	0.85766	n.s.[y]
C vs. D	8.10491	.05

*In each pair the first group named was rated higher than the second group.
[y] Not significant.

Speaking Fluency

Here Groups A, C, and D were each rated significantly higher than Group B.

TABLE 12
SPEAKING FLUENCY FREQUENCY TABLE FOR SIX RATING PERIODS AND THREE JUDGES

Ratings	Groups				
	A	B	C	D	Totals
1	197	280	207	216	900
2	140	126	122	131	519
3	141	79	124	113	457
4	43	29	59	34	165
5 and 6	19	8	10	10	47
Totals	540	522	522	504	2 088

TABLE 13
CHI SQUARE FOR SPEAKING FLUENCY

Comparisons*	Chi Square Values	Significance Level Exceeded
All 4 Groups	51.80805	.001
A vs. B	39.52744	.001
A vs. C	7.54556	n.s.[y]
A vs. D	6.45628	n.s.
C vs. B	31.43184	.001
C vs. D	7.43860	n.s.
D vs. B	14.63182	.01

*In each pair the first group named was rated higher than the second group.

Comprehension

Groups A, C, and D were each rated significantly higher than Group B. Also Group C was rated as significantly more proficient than Group D.

TABLE 14
COMPREHENSION FREQUENCY TABLE FOR SIX RATING PERIODS BY THREE JUDGES

Ratings	Groups				
	A	B	C	D	Totals
1	184	256	175	186	801
2	179	155	164	184	682
3	115	73	111	94	393
4	40	27	51	26	144
5 and 6	22	11	21	14	68
Totals	540	522	522	504	2 088

TABLE 15
CHI SQUARE FOR COMPREHENSION

Comparisons*	Chi Square Values	Significance Level Exceeded
All 4 groups	50.89707	.001
A vs. B	28.71356	.001
C vs. A	2.03565	n.s.[y]
A vs. D	5.75722	n.s.
C vs. B	33.02968	.001
C vs. D	12.06441	.02
D vs. B	16.33026	.01

*In each pair the first group was rated higher than the second.
[y] Not significant.

Structural Accuracy

Group A was rated as significantly more proficient than Group D. Also Groups A, C, and D were rated significantly higher than Group B.

TABLE 16
STRUCTURAL ACCURACY FREQUENCY TABLE FOR SIX RATING PERIODS AND THREE JUDGES

Ratings	Groups				
	A	B	C	D	Totals
1	204	292	223	223	942
2	154	145	134	159	592
3	121	57	116	84	378
4	39	20	38	30	127
5 and 6	22	8	11	8	49
Totals	540	522	522	504	2 088

TABLE 17
CHI SQUARE FOR STRUCTURAL ACCURACY

Comparisons*	Chi Square Values	Significance Level Exceeded
All 4 groups	61.99553	.001
A vs. B	51.18593	.001
A vs. C	5.69539	n.s.[y]
A vs. D	14.13423	.01
C vs. B	35.85960	.001
C vs. D	7.95111	n.s.
D vs. B	16.70618	.01

* In each pair the first group was rated higher than the second.
y Not significant.

IMPLICATIONS

1. Inferences drawn from the findings in this particular study which may be expected to apply in similar circumstances involving first-year French students and only one teacher at the high school level are:

a. In the areas of pronunciation accuracy and total oral scores, the use of 60 percent of the classroom time in a language laboratory may be expected to produce significantly better results than 40%, 20%, or 0% lab-time methods.

b. Possibly a 40 percent lab-time method represents a "no-man's land" in which there is neither enough equipment time to permit the laboratory to be the major instructional force nor enough teacher time for the teacher to be the major instructional influence.

c. In the area of speaking comprehension, 20 percent of the instructional time in the language laboratory may produce results similar to those obtained when 60 percent of the instructional time is allocated to the language laboratory.

2. The following conditions of this particular study may limit the applicability of the above inferences.

a. Only one teacher, one school system, and 116 students were involved in this study.

b. The teacher may not have been sufficiently oriented to utilize the laboratory facilities to the maximum.

c. Subjects were not randomly assigned to methods (treatments) nor were groups randomly assigned to methods.

d. The tape tests were devised by only the teacher involved in the study. Also part of the test (reading a passage) probably did not measure adequately oral language achievement.

e. Since the students were asked questions by only their own teacher during the tape tests some of the results may have been biased in favor of the predominantly teacher oriented groups (C and D).

f. Although different amounts of instructional laboratory time were allotted to Groups A, B, and C, this time for all groups was utilized 80 percent with audio-active equipment and 20 percent with audio-active-record equipment.

3. The recommendations for future research are:

a. A revised replication of this study with more schools, teachers, and students.

b. Provision for adequate in-service teacher education and training.

c. Random assignment of subjects and teachers to methods (treatments).

d. Use of an oral tape test which has been devised and is scored by a nationally recognized organization.

e. Carefully detailed definition of truly different teaching strategies.

f. Reasonably frequent, unannounced, random teacher observation by competent neutral judges to insure teacher adherence to specified teaching strategies and to check on teacher competence and in-service training needs.

g. Delete those predictive measures which correlated poorly with verbal foreign language performance and add a recently devised instrument with higher predictive ability.

h. Plan a longitudinal study in which the same students and teachers could be followed for several years.

i. Include a treatment which requires intensive use of the language laboratory (60% time) until pronunciation accuracy is well developed and then gradual reduction to a 20% language laboratory time allotment to permit more time for group interaction learning activities.

j. Include a treatment which requires intensive use of the language laboratory (60% time) with varied individual learning programs so that each student proceeds at his own ability level.

APPENDIX A
THE TAPED TESTS

TEST 1

READ:

Jean et sa soeur Henriette sont dans le salon. Ils préparent leurs leçons pour le lendemain. Jean prépare son algèbre et Henriette étudie l'anglais et le français. Le père regarde le journal. La mère est dans la cuisine; elle aide la bonne qui prépare le dîner.

ANSWER:

1. Où sont Jean et sa soeur?
2. Qui prépare le dîner?
3. Comment allez-vous aujourd'hui?

TEST 2A

READ:

--Le quatre juillet représente l'anniversaire de l'indépendance des colonies américaines après la guerre de la révolution. Qu'est-ce que le quatorze juillet représente en France? Est-ce une date importante?

--Mais oui, c'est une date très importante dans l'histoire de la France. C'est la date de la prise de la Bastille, ancienne prison de Paris.

ANSWER:

1. Qu'est-ce que le quatre juillet représente?

2. Pourquoi le quatorze juillet est-il important?

3. A quelle heure arrivez-vous à l'école?

TEST 2B*

READ:

La prise de la Bastille marque la fin de la tyrannie en France. La célébration de la fête nationale est toujours très intéressante, très gaie. On danse dans les rues, on chante, et on allume les feux d'artifice. On fait presque la même chose aux États-Unis, mais on ne danse pas dans les rues.

ANSWER:

1. Qu'est-ce que la prise de la Bastille marque?

2. Que fait-on à Paris le quatorze juillet?

3. A quelle heure quittez-vous l'école?

TEST 3A

READ:

La maison de notre grand-père est très jolie. Elle est aussi très grande et très confortable. Elle a cinq chambres à coucher, un salon, une grande salle à manger, une cuisine et une salle de bain. Nous aimons surtout le salon, parce que c'est au salon que nous jouons le soir.

ANSWER:

1. Comment est la maison de votre grand-père?

2. Pourquoi aimez-vous le salon?

* Those students who did not complete the first day were given the second form on the next day.

3. Combien de classes avez-vous?

TEST 3B

READ:

Dans un coin du salon il y a un piano à queue. A gauche vous trouvez une bibliothèque avec beaucoup de livres intéressants. Devant la cheminée il y a un sofa qui est grand et confortable. Le sofa est bleu et les rideaux qui sont à la fenêtre sont bleus aussi. Derrière le sofa il y a une grande table avec deux jolies lampes et un vase qui est toujours plein de fleurs.

ANSWER:

1. De quelle couleur sont les rideaux?
2. Qu'est-ce qu'il y a derrière le sofa?
3. Où allez-vous après les classes?

TEST 4A

READ:

Henri et son ami Jacques vont à la Comédie-Française. A huit heures les deux jeunes gens quittent la maison pour prendre l'autobus. Ils attendent quelques minutes parce que les autobus sont complets. A cette heure il est difficile de trouver une place libre parce que beaucoup de gens vont au théâtre ou au cinéma.

Ils arrivent au théâtre et l'ouvreuse regarde leurs billets.

Par ici, s'il vous plaît, dit-elle. Voici vos places.

ANSWER:

1. Comment vont les deux amis à la Comédie?
2. Pourquoi est-il difficile de trouver une place dans

l'autobus?

3. Quarante et dix font combien?

TEST 4B

READ:

Henri et Jacques arrivent à la Comédie-Française. La représentation n'a pas encore commencé et les deux garçons regardent la salle. Il y a des lumières magnifiques et des bougies électriques qui éclairent la salle. Les femmes en tenue de soirée entrent avec des hommes en habit.

Ils entendent les trois coups et la représentation commence. Ils trouvent la pièce très gaie et très amusante.

ANSWER:

1. Comment est la salle de théâtre?

2. Que portent les femmes et les hommes?

3. Cinquante et dix font combien?

TEST 5A

READ:

Paris est une très grande ville. Elle est presque aussi grande que la ville de New York, mais beaucoup plus compliquée. Par conséquent, un Américain qui arrive à Paris pour la première fois trouve souvent des difficultés quand il veut aller d'une partie de la ville à l'autre. L'agent de police, parce qu'il est toujours très occupé, n'aide pas beaucoup l'étranger.

ANSWER:

1. Est-ce que Paris est plus grand que New York?

2. Pourquoi l'agent de police n'aide-t-il pas l'étranger?

3. Quel temps fait-il en hiver?

TEST 5B

READ:

Dans une petite ville située dans le sud de la France demeure un homme avec sa femme et ses trois enfants. Sa femme est belle, sage et bonne. Mais l'homme n'est pas content. Chaque soir quand il retourne de son travail il pense: je n'ai pas d'argent et ma famille n'a pas de maison. Avec de l'argent je peux bâtir une jolie maison pour ma femme et mes enfants.

ANSWER:

1. Où demeure l'homme et sa famille?

2. Pourquoi l'homme n'est-il pas content?

3. Quel temps fait-il en été?

TEST 6A

READ:

Monsieur B-- était un chef d'orchestre de grande renommée. Un jour pendant qu'il faisait une promenade dans un quartier pauvre de Paris, il a entendu les sons d'un violon. La musique était si exquise qu'il ne pouvait pas continuer son chemin. Que faire?

Il a attendu quelques minutes devant la porte, puis a grimpé l'escalier pour trouver le musicien merveilleux qui était dans la maison.

ANSWER:

1. Que faisait Monsieur B--?

2. Pourquoi a-t-il monté l'escalier?

3. Si vous voulez acheter du pain, où irez-vous?

TEST 6B

READ:

L'après-midi, à la répétition, Monsieur B-- a présenté le jeune artiste à son orchestre. Le jeune homme a joué un solo et tout l'orchestre a applaudi avec enthousiasme. Monsieur B-- était enchanté, il a embrassé le jeune homme et l'a engagé tout de suite.

--Samedi, lui dit-il, vous allez jouer votre solo devant un auditoire de grands musiciens.

ANSWER:

1. Que fait Monsieur B-- à la fin du solo?

2. Qu-est-ce le jeune homme va faire samedi?

3. Si vous voulez acheter du sucre, où irez-vous?

APPENDIX B

JUDGES RATING FORM

Student Number _____ Rating Period _____

RATING SCALE

7 - outstanding language usage
6 - excellent language usage
5 - good language usage
4 - average language usage
3 - acceptable language usage
2 - partially acceptable language usage
1 - not aceptable language usage

	7	6	5	4	3	2	1	
Pronunciation accuracy								
Comprehension of spoken word								
Speaking fluency								
Structural accuracy								
TOTALS								

APPENDIX C

PRE-EXPERIMENTAL DATA

Groups	Pre-Program Data					
	Chron. Age	Mental Age	IQ	Reading Age	SCAT Verbal	Luria-Orleans Test
A.						
Mean:	15.547	18.275	117.545	16.628	275.8	139.733
S.D.:	.504	1.609	9.548	.928	9.631	12.474
Rank:	(1)	(1)	(1)	(1)	(1)	(1)
N = 30						
B.						
Mean:	15.434	17.695	115.068	16.307	275.0	134.931
S.D.:	.641	1.411	7.991	.990	13.157	18.304
Rank:	(2)	(3)	(3)	(4)	(2)	(4)
N = 29						
C.						
Mean:	15.414	17.954	116.655	16.566	274.93	138.379
S.D.:	.539	1.557	7.326	.799	8.453	15.504
Rank:	(3)	(2)	(2)	(2)	(3)	(2)
N = 29						
D.						
Mean:	15.378	17.363	113.321	16.518	272.25	135.714
S.D.:	.427	1.247	6.514	.850	9.299	12.848
Rank:	(4)	(4)	(4)	(3)	(4)	(3)
N = 28						

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